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ABSTRACT

The Berkeley Children's Centers system of seven day care centers, 3 preschool and 4 school-age, for children of working parents of low income homes (below $6,000/year) is sponsored by the Berkeley Unified School District. The 285 Black, Anglo and Chicano children enrolled are under the supervision of 83 staff members. The centers' association with the public school district allows them to share in the higher salaries and employee benefits, specialized staff, information resources, personnel services, stability and community support of the larger system. The system combines centralized organization for resources while maintaining local autonomy for each center. The basic program tries to respond to the individual needs of child, staff member and parent. Children are grouped by developmental stage rather than age, and have free choice between self-help materials and planned activities. Some centers utilize a Nimnicht Responsive Environment model. A part-time nurse for the children and social services for parents are available. Although home visits are made when problems arise, parental involvement is minimal. In this report, information is provided on policymaking, staff organization and training, use of schedule, teacher evaluation forms and child development assessment forms. (AJ)

DAY CARE PROGRAMS

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# "A SENSE OF BELONGING"

Berkeley Children's Centers
Berkeley, California

Principal Author: Linda Elbow

Field Observers: Karen Criss
Kathryn Hanson
Nancy Fering

*Case Study from Volume II-B*

A STUDY IN CHILD CARE

*sponsored by*

*The Office of Economic Opportunity*

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*National Center for Educational Communication*

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# AT A GLANCE

## THE SYSTEM

SYSTEM of 7 centers (3 pre-school, 4 school-age)*

SPONSORED BY: Berkeley Unified School District (local government)

ADMISSION CRITERIA: Working parents; low-income families; one-parent families

TOTAL CHILDREN: 285 enrolled/269 A.D.A. (52% pre-school, 48% school-age)

TOTAL PAID STAFF: 83 (53 full-time), 2,995 hours/week

TOTAL IN-KIND STAFF: 10 (0 full-time), 46 hours/week

AVERAGE CHILDREN PER CENTER: 35

AVERAGE STAFF PER CENTER: 9

HOURS: M - F, 7:00 a.m. - 6:00 p.m., 52 weeks

AVERAGE SPACE/CENTER (sq. ft./child): Indoor = 35
Outdoor = 75

SYSTEM STARTED: 1933

TYPICAL CENTER STAFF POSITIONS: Head Teacher, 2 Assistant Head Teachers, Teacher, 3 Assistant Teachers, Cook, Cook's Aide

CONTACT: Coordinator, Early Childhood Education
Children's Centers
2031 Sixth Street
Berkeley, California

415-644-6202

## SYSTEM DISTRIBUTIONS

ETHNIC: Children: 56% Black, 42% Anglo, 2% Chicano and other groups
Staff: 38% Black, 56% Anglo, 6% Other

SEX: Children: 53% girls, 47% boys; Staff: 88% women, 12% men

OVERALL ADULT/CHILD RATIO: 1 to 2.8

ADULT/CHILD CONTACT HOUR RATIO: 1 to 5.0

FAMILY STATUS: 25% complete, 65% mother only, 5% father only, 5% surrogate

PARENT EMPLOYMENT: Not available

## COSTS

TO PARENTS: Sliding scale based on income

TO CENTER: $3,055 per child/year, $1.93 per child/hour

ESTIMATED FUNDING, 1970-71:

| | |
|---|---|
| District Taxes | $515,300 |
| State Allocation | 180,000 |
| Federal Allocation | 52,700 |
| Parent Fees | 50,000 |
| Other | 18,500 |
| In-Kind | 5,400 |
| | $821,900 |

## NOTABLE ELEMENTS

EARLY CHILDHOOD EDUCATION SYSTEM

## BERKELEY CHILDREN'S CENTERS, NOVEMBER 1970

Berkeley, across the bay from San Francisco, has been getting headlines for years. The campus of the University of California dominates the city, and it has been the scene of what have now become familiar campus disturbances. The Free Speech Movement, People's Park and many other issues have convulsed the university, and the reverberations have spread throughout the nation's academic community. In addition, Berkeley has suffered riots and racial tensions in the last few years, with tear gas, sirens, gunfire and the acrid smoke of street warfare flaring along its boulevards.

None of this seems to have much to do with the Berkeley Unified School District's Early Childhood Education system of child care centers. All of the District school classes and staffs are racially integrated through rezoning and bussing. The majority of the people served are working parents, one-parent families and low income families. The child care system, compared with the city and university problems, is an oasis of calm. It's been operating, in one form or another, since 1933, and has evolved into a smooth-running, quality service. Let's look at two of the centers.

The West Berkeley Children's Center is the largest of the seven, with 75 pre-schoolers. It's housed in a pleasant old building on a corner lot-- a building with diamond-paned windows, nooks and crannies, turrets and shingles -- an English-style building originally designed for day care in 1927. It probably has all the drawbacks and ailments that any older structure has, but it looks lovely, like a fairy-tale house. It's basically an L-shape, and part of the ell is a spacious, sheltered play porch for outdoor play on rainy days. There's also a deck and a very nice playground recently redesigned with bridges and tunnels, little paved roads for trikes and wagons, soft grass for running and falling on, stuff to climb up, over, under and into. The center hired an architect and had help from parents and community in refurbishing their yard. Shade trees and a protective wall make it even more attractive.

Inside it's also beautiful and comfortable. There are rooms without rugs for dancing and stomping; rooms with rugs for cozy play on the floor. There are bare rooms for activities which take a lot of unobstructed space, and larger rooms with several activity areas in them, each area cozy, self-contained and well-stocked with soft toys, hard toys, big stuffed bears for the whole body to cuddle and wrap around, little toys with doodads, puzzles for fingers and head. There are trunks full of old clothes for dressing up, pets, plants, paints, wonderful old stuff, jazzy new stuff. And all of it's available in an uninhibiting atmosphere. Things are not so compulsively taken care of that children are afraid to use them, and yet the place is not so chaotic that toys are dirty or broken or misplaced. It's a nice balance, especially considering the sustained hard use the toys get.

West Berkeley's teachers are of mixed ages, colors, personalities and styles. There's an eager, warm, bright young girl in skirt, sweater, tights and loafers; an outgoing, vibrant Anglo woman in her 40's who has a closetful of pretty turquoise and yellow and pink scarves and pins because she knows the children love them and she does too-- it's one more thing they can share; there's an older Black woman who's quicter and sterner than the other two. If you're a child, you can feel her eyes on you when you're up to no good; you can also feel her arms around you when you need a long, quiet reassuring hug. The direcotr is natural, humorful, bright, with a soft town-and-country sports suit, sweater and loafers. All of the staff are relaxed, alert, easy, warm and watchful: they're there with mind, body and child-sensitive antennae.

This center bustles with kids crying and laughing, tearing around on foot or tricycles, sulking inside a huge cement pipe or off in fantasies by the book shelf. They're hitting or loving, but mostly busy-- dressing up, reading, puzzling, building, cooking, thinking, experimenting, exploring, talking. Activities are both teacher and student-initiated: there's great variety, mix, balance. This center seemed overcrowded, but we couldn't help feeling it was an asset.

The Martin Luther King Center is about half the size of West Berkeley, but similar in terms of physical resources, activities, children's spirits, and so on.

The staff mood is less easily confident than at West Berkeley. Teacher sensibilities seem more exposed, more vulnerable; they exercise a shade more self-control, but are also more quietly, more earnestly open. The staff in this center meets every day while the children nap. The conversation today is about color choices for new center linen, but everyone's attention is really on a crying child in the next room. A teacher leaves, the crying stops; she returns and it resumes. The child is new to the center and his home situation is complex and difficult for him. His adjustment to both home and center is slow: the staff is concerned, and even though only one teacher watches and consoles in the nap room, all staff presences are there, hovering around that cot. The crying stops again; teachers wait to see if it's for good. It seems to be, but the mood is still poised, listening. Another day, all is brisk business: parent meetings, a conflict between two parents, book purchases, child progress.

The staff at King worked together for two years in group dynamics sessions. They are close, highly sensitive to each other's assets and shortcomings. They pride themselves on their awareness of the rich mix of skills, personalities and sensitivities among them, and try to channel these into the program in ways most beneficial to the children. Responsibility for the center's program has recently been divided among the teachers: two are working with parents on meetings and more active involvement at the center; three make visits to children's homes and handle special problems with the help of the system's guidance counselor; three more are working on curriculum. The staff made the assignments to various program areas themselves, and feel that the group dynamics training had much to do both with the fact of their new responsibilities and with the appropriateness of their personnel assignments.

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Most of the Berkeley system's parents are either working or attending school. Many of the families have only one parent and working mothers have little free time for school activities. In addition, the system is so smoothly operated and staff so qualified that parents do not have a great deal to do, and thus are not routinely involved. Loosely organized parent groups supply parent volunteers for transporting kids to and from the centers and occasional babysitting. Parent involvement with their children's own center is usually through monthly parent meetings -- social as often as educational -- or special events such as a Christmas program, pot-luck dinners, and so on. King is the only center in the system which has achieved much in the way of parent involvement.

The head teacher of the King Center was particularly interested in and was encouraged by Early Childhood's coordinator to put forth a special effort on parent involvement. There was little precedent for direct parent participation in the center, and the planned redevelopment of their playground (finally funded after 18 years of requesting and waiting) provided a real and creditable excuse for what was then extraordinary center-parent interaction. The assistant head teacher took on responsibility for recruiting parents and organizing the effort. And while parent turnout has not always been high, it's been continuous -- there have been parents out there many Saturday mornings and holidays. In addition to the very real accomplishments on the playground project, parent participation has increased parent interest in and compatibility with one another, and strengthened their involvement with parent meetings and car pools. Since a number of University of California students helped in the design and construction of the yard, the project has also initiated positive relations with the academic community, acting as a vehicle for social exposure and enrichment all around.

Those are two centers. Now for a look at the system.

## NOTABLE ELEMENTS

### The System Itself

Most of the system's centers have at least one (and often more) notable elements-- a special strength, a creative approach to problems, a good style, an excellent educational program, an especially fine staff, or some other asset. But what struck us most about Berkeley's Early Childhood Education effort was the system itself. It is an established, efficient, progressive and humane system, one which tolerates diversity and creativity and has attracted a first-rate body of teachers.

The Department of Early Childhood Education (ECE) which directly administers the program is part of the Berkeley Unified School District. The child care program is administered as a somewhat separate division of the Department of Elementary Education and is currently trying to become more clasely integrated with that department. In the meantime, it shares all the resources of the Public School District, and these are legion. The District provides all basic services for the centers: physical plants, their maintenance, accounting, purchasing, budgeting, staff hiring, firing and promotions and so on-- many of these being routine administrative matters which can be time-consuming at the local level. Their centralization has freed center staff energies for other things. As in any system, there are ordering and purchasing delays, some red tape, some inflexibility, but ECE seemed freer, more receptive to change than most systems.

Association with the Public School District also allows the centers to share in the higher salaries and employee benefits, specialized staff (such as special education, project development, accounting, maintenance, food services, etc.), information resources, personnel services, stability and community support garnered by the larger system. In Berkeley, these are all significant.

Within the ECE system itself, specialized personnel (medical, guidance, music, psychologist) and audio-visual equipment are also centralized. Educationally, all centers operate on the same philosophical basis, although curriculum can vary widely across the centers, depending on the points of view of local center directors and their staffs. Staff qualifications across the centers are fairly uniform in the sense that value is placed on diversity of skills (both substantive and social) and a mix of high and low formal qualifications for staff at various levels. Good pay rates have attracted excellent people, and further incentives are flexible working hours, a reasonable day in terms of length, good working conditions and three months of paid vacation each year (center staffs rotate their vacations). Staff interviewed were unanimously pleased with their working conditions, colleagues, salaries and other benefits.

Another advantage of the system is the stable financial atmosphere. Although there may be difficulties on the local level (one center had no money for additional educational materials this year), basic funding is stable. Center directors are not required to divide their time and attentions between their centers and fund-raising. The latter, in many of the centers we visited, took up a considerable portion of the director's energy. When a center doesn't know where its next financial shot-in-the-arm is coming from-- or even if it will come in time-- there is invariably a kind of tension, a "Will-we-be-here-next-month" feeling which can result in short-range planning and staff apathy and insecurity. Staff does, however, get involved in the budgeting process each year, especially if an increase in taxes is being asked for. Also, many teachers get involved with legislators and legislation, particularly at the state level. While stable funding can also breed complacency and lack of innovation, we found neither at Berkeley. People were simply able to do their jobs with hope and enthusiasm.

Each center is remarkably autonomous. The center director and staff work out specialized curricula and have wide latitude in implementing their programs. Specific approaches are tried and adopted, discarded

or modified for more effectiveness. Change is constructive, style is informal, the mood is good. Central administrators and guidance personnel visit each center weekly, sit in on meetings and carry ideas, plans and solutions from center to center.

Until about five years ago, each center drew its children from the surrounding neighborhood, and each center thus had a specific neighborhood identity. Now the system is balanced by race, age and sex. Balancing Black and Anglo children in a center located in a predominantly Black neighborhood may mean that the neighborhood specifically is not adequately served, but it also allows children of both races to play and learn together. The system also balances its staff, and this seems to work particularly well. Observers were impressed with the mixture of staff members per center-- young, middle-aged, or near retirement, Black and Anglo, male and female.

The way the system works is harder to characterize. The system has considerably decreased the noise of local center operations. Hiring, salaries, maintenance, buildings, food planning -- these things receive inputs at the local level, but do not end there -- they move up through ECE and on to the wider Public School District. In many ways, it's out of local hands, and this partially explains the lack of parent involvement. The client population has been integrated and evened out administratively, so there are no strong pressures in that sense. Educational philosophy, staff standards and expectations, tone of voice, style, point of view -- all of this, plus program management, has been distilled from the local center inputs which feed into program management on a continuous basis. So this, too, is out of local hands if people want it to be or allow it to be.

Consequently, there is not too much for staff to worry about at the local level except the center program-- the what, where, how and when of the children. And each center has lots of latitude in this. Some of them use that latitude confidently, others with less assurance and style. But all of them are using it. So while the broad picture seems homogeneous, each program has its own personality.

To the observers, the Berkeley System seemed to successfully combine centralized organization and local autonomy, maintaining the best features of both. The result-- child care of exceptional quality was very quietly happening.

## BACKGROUND INFORMATION

### History

As mentioned earlier, the Early Childhood Education system consists of seven day-care centers (three pre-school and four school-age) and 18 parent participation nurseries. The children's centers were started in 1933 by the Works Project Administration and encompassed three programs for the children of working mothers. This original program was administered by the Berkeley schools. The first Parent Nursery was authorized in 1940 by the Berkeley Board of Education in response to the needs of young parents. Both of these programs developed and expanded, and in 1965 all Berkeley Unified School District pre-school programs were coordinated in one department called the Office of Early Childhood Education.

In 1966, the pre-school programs began receiving funds from the State Department of Compensatory Education. These funds were designated for pre-school children of AFDC families in the Alameda County area. The Office of Early Childhood Education serves approximately 900 families per year. There is also a Head Start program operated by OEO, which maintains a friendly and sometimes consultative relationship with ECE.

### Community

The system serves Berkeley, California, with a population of 111,000. Of this population, about 50% are White, 35% are Black, 10% are Oriental and 5% are Chicano. Major problems facing the community are the need for low-rent housing and resulting rent strikes, dissent on the Berkeley UC campus, and uneasy police-community relations. Widespread drug use is also said to be a community problem.

Other day care services in the community include a Federal and church-funded center for 25 welfare children, a private, profit-making center with high fees for about 200 children, and Family Day Care Homes licensed through county welfare which accommodate some 255 children. Most of these services are not available to low income families. Parents, staff and administration interviewed all cited a lack of infant, school-age and sick-child care in the Berkeley area.

In 1969, a committee on child care was established by the Berkeley City Council and the Board of Education to assess child care needs in the community. This committee estimated that there were about 7,200 children of working mothers needing some type of organized child care service, and that only 738 were receiving it in a licensed, supervised setting.

Parents

Slightly more than half of the children in the system's day care centers are Black, slightly under half are Anglo, and the rest are Chicano and other ethnic groups.

Ninety-three percent of the families served by the system have income levels of less than $6,000 a year. The majority of families served are one-parent, mother only. System personnel estimate that most mothers and fathers are employed full-time. Some of each are employed part-time or are full-time students. Very few parents are unemployed or not enrolled in school.

The system was unable to furnish information on parent educational achievements. Average number of children in a center family is estimated at two, although some families have six to ten children.

The California State Children's Centers Law defines who is eligible for admission to the system's day care centers. Top priority is given to the single parent who works to support his or her family, and to low-income families. Priority is also given to families referred by

a social service agency, families with other children enrolled in one of the Parent Nurseries or Children's Centers, and to emergency cases. The central office determines eligibility on a first-come, first-served basis, and places children, whenever possible, in centers nearest their homes. Waiting lists are long.

About 2% of the children in the centers are Spanish-speaking, and another 2% speak other foreign languages. About 1% of the children are extremely emotionally disturbed and 8% are said to be slightly so. Children with physical handicaps are sometimes accepted in the program: presently, half of 1% have deafness to some extent, 3% have speech disturbances, 2% have muscular disturbances, and half of 1% have epilepsy. Because this program is highly individualized, each child can be given the type and amount of attention he needs.

## BASIC PROGRAM

### Education

In general, the program tries to determine and respond to the individual needs of each child, staff member and parent. Observers were impressed to find that this really occurred, that staff members made concerted efforts to tune into each child's problems and progress, to relate difficulties at home with the child's behavior at school, and so on. Staff seemed unusually on top of social-emotional as well as educational problems and successes. They feel that an unhappy child will have educational problems, and they give their attention to all three aspects of the child's development. Sensorimotor, perceptual and general language development are stressed. Self-reliance, independence, positive self-image and good peer relations are also strongly encouraged.

Children are usually grouped by developmental stage rather than strictly by age. Special activity areas in the classrooms include a book area, cooking area, large-muscle activity area, TV area, cognitive toys area, art-science-dining area and sleeping areas. In some centers, different age groups may be separated for special activities at certain times of the day. At West Berkeley, for example, children are grouped according to the level of internal control they exhibit for nap time and eating purposes. There are four groups ranging from the youngest, who generally sleep directly after lunch, to the oldest children, who may not nap at all, but instead take a daily field trip. The children join their groups for lunch so the transition to the various nap-time schedules will be smooth. This arrangement seemed to be working well, and is described fully in the Appendix.

Children are usually free to make their own choices during much of the day, choosing between self-help materials and specially planned activities. Teachers are stationed either in areas, as resource people to provide specific learning experiences for children, or they act as

supervisors of self-help activities, ranging through the center to help with special child problems or various tasks. This system also seems to operate exceptionally smoothly, due largely to flexibility and cooperation between staff members. Lunch, rest and snacks are scheduled at certain times. These are seen as particularly significant times to provide opportunity for growth and learning for every child. At some centers, all children may participate in structured curriculum periods of about an hour a day; at others, only the older children are involved with specific curriculum. Children may refuse to do things they do not wish to do.

Some of the centers use a Nimnict Responsive Environment model and appropriate materials such as typewriters and filmstrip machines, while others use adapted Montessori equipment. Observers found the centers well-equipped, with a wide variety of educational materials including all major art supplies, pottery materials, dress up clothers, books, records, dolls and toys, all kinds of games and puzzles, stacking, nesting and graduated toys and so on. Observers also noted ethnic materials, but mentioned that there might be more of these. The teaching of letters, numbers and concepts is integrated throughout the program and is also formally conducted as one of the planned curriculum activities.

Teachers spend about six hours a day teaching and the remaining hour in meetings, planning sessions, parent conferences, and other tasks. In the classrooms, all teachers and assistant teachers or aides work as teams, sharing in all of the duties. Each teacher spends part of the day supervising an activity area such as books, blocks, dolls or music, and part of the day on curriculum -- for example, a special trip, a cognitive project, an art or science activity. Field trips are used extensively by the centers and are integrated with other activities; for example, a group of children may go to a grocery store with a staff member and then participate in cooking what they bought. Field trips to zoos, museums, parks, farms, dock areas, etc., are followed up in the classroom with discussion, stories and special projects.

Each teacher is responsible for charting the progress of particular children. In one center, the teacher is always with the children she is responsible for; in another center, the teacher gets together with each child in her class at some time during the day. Fatherless boys often have male staff members as their special teachers. The children get a lot of individual attention and help.

The atmosphere in the two pre-school centers we visited was very free, warm and friendly. Children were busy participating in a great variety of activities-- dress-up play, lotto games, block play, story reading, finger painting and outdoor play. Children approached teachers freely and received praise, encouragement and often warm physical contact. Many children were playing together cooperatively. Children participate in many music and art activities. We noted one teacher who was dancing with the children and seemed to be enjoying herself every bit as much as the kids were.

School-age programs for 5 to 10-year-olds include free play, group games and field trips. Recreation Department people are on hand to conduct games and arts and crafts. Special activities include music, drawing, painting, role playing and dramatics, dance, poetry and literature groups, home economics activities and tutoring in school subjects.

Of the three pre-school centers, West Berkeley is located in a special nursery school building (which also houses the Office of Early Childhood Education); Whittier is a remodeled house, and King is a remodeled World War II bungalow. Of the four school-age centers, three are located in bungalows, and one is housed in a church.

The West Berkeley layout has been described briefly. The Koinonia West Children's Center for school-age care is in a church and has one classroom with 25 square feet per child, two toilets, a central kitchen, a separate nap area, a staff/parent lounge with conference

room, and an outdoor play area with 20 square feet per child, with very little equipment. The children use the elementary school yard across the street for many of their outdoor activities.

Food

Each pre-school center has a cook who prepares meals and snacks. Lunch menus are planned by the School District nutritionist (a sample is included in the Appendix) and are circulated to the centers. Cooks do their own ordering and purchasing and plan their own snack menus. The nutrition program supplies two-thirds of the child's daily nutritional requirements. There is minimal malnutrition, but a great deal of dental problems. For many of the children, food seems to have a great emotional meaning.

The centers serve two snacks and a hot lunch daily. Children who come to the centers without breakfast are given toast, cold cereal and juice. Children who stay in the center after five o'clock are served a late snack. Food is also available to children who get hungry at other times.

At snack times, the food is put out and children help themselves. They often eat out-of-doors, weather permitting. At lunch time, they may be served some things and help themselves to others. Teachers eat with the children in small groups and mealtime is pleasantly relaxed. Children participate in all aspects of the nutrition program, from cooking, serving, clearing to clean-up.

Health

The centers share a part-time nurse who performs diagnostic and referral services. All children are required to have a physical before they enter the program. The nurse checks children who are believed to

have health problems, makes the necessary referrals and follows up to make sure the child is receiving treatment. The nurse confers with parents about these health problems and does a great deal of in-service training of teachers in health, first aid and physical development. She also keeps contact with available community health services. A doctor is available as a medical consultant on special problems.

When a child becomes ill at the center, his parent is called and the child is isolated on a cot until someone comes to pick him up. Parents must arrange for care if children are sick for a long period of time.

## Transportation

The centers do not have their own transporation systems. Parents are generally responsible for seeing that their children get to the centers. About twenty children live within walking distance of their centers and are accompanied by an older person. Car pools operated by parents are encouraged, and there is a loosely-organized parent pool at some centers. Sometimes staff members pick up and deliver children living on their route to work. A Volunteer Bureau is available for emergency transportation.

Transportation is a problem for about 15% of the families. Public transportation is slow and inadequate. Staff estimates that some 15 to 20 families per year are unable to use the centers because of transportation problems.

## Social Services

Teachers and guidance counselors shared by the centers advise parents on child development, child rearing practices and special child problems. A psychologist or psychiatric social worker employed by ECE does mental health counseling. The District does not have caseworkers. Any of the families receiving Welfare help have Welfare Department caseworkers.

One of the most common social problems among center parents is the isolation most working mothers feel. They work a full day and must care for their homes and children in their free time. In addition, population mobility is such that there is little likelihood that a single parent has relatives and good friends nearby. Low incomes and increasing cost of living are also problems for center families.

Since almost all of the parents work or are in school, it is difficult for the centers to stay in close contact with them. Parents aren't always motivated to follow through on the social service referrals made by the centers. Red tape in programs like Work Incentive often discourages parents. It is hard for the centers to ensure that information gathered through referrals is made available to other persons who may work with the child later on. And finally, there are not enough social services available to maintain an adequate referral program.

Many center children are referred to immunization clinics, well-baby clinics, public health nurses and other medical personnel for vision, hearing, speech and emotional problems as well as general health problems. Parents are referred to maternity health services, mental health clinics, visiting nurses and family planning. Centers also send parents to the food stamp program and the California Medical Program.

About one fifth of center parents are referred to the Department of Welfare office. Some parents are sent to the Department of Employment Security, the Work Incentive Program, other adult training programs and to the Neighborhood Youth Corps when there are teenage children in the family. A few families have also been referred to the Legal Aid Society for custody, alimony or child support problems.

The centers refer some 15% of the families to social work services and mental health clinics of the community. The centers may also refer families to neighborhood associations, which are political bodies. Follow-up work is done on all referrals.

## Parent Involvement

Teaching staff make home visits when a child enters the center and whenever the need arises. A psychologist and a guidance counselor are also available on request for visits to parents. Each parent has two scheduled conferences per year with the staff at the center. Parents are encouraged to confer informally with the staff when picking up or dropping off their children. A staff member is stationed at the door to greet children and parents as they arrive.

Some centers have formally scheduled parents meetings once or twice a month. Parents often use these meetings for social functions like dinners, parties and so on, and other meetings are devoted to films and discussions. At the King Center, parents chose topics about racial awareness, child discipline, sex education and the problems of working mothers.

King Center parents have given many hours to the yard project mentioned earlier. Some centers have work days when parents help with center projects. Parent suggestions sometimes result in program changes (meal times, appropriate dress for children).

Parents do not exercise a formal voice or policymaking control in this system, and parent involvement has generally been low. Staff interviewed indicated almost unanimously that parent-teachers would be beneficial, but we saw none. Each center has plans to involve parents more fully. We got the feeling that parent volunteers are welcome, but the program runs so smoothly that they are seldom needed. And, because of the centralization mentioned earlier, there is little to be done at the local level in this regard. Moreover, parents pay their fees to the School District, according to a state schedule, so that even money, while sent off to the center with the child, is not directly identified with the bungalow

on the corner, support of the building their children learn in, or salary for the teachers who teach them. The program, interestingly enough, does not seem to have suffered because parents haven't been involved. The door is always open to them, the teachers are well paid and carefully hired, curriculum is developed, materials appear, are used, discarded, replaced. Everything happens not only smoothly but excellently.

As other centers have discovered, the need for parent involvement has got to be more than a good idea: it has to be real.

Parent Education

The centers offer no formal education programs, although parent meetings may encompass broad educational topics.

Community Organization

The system's staff has been directly involved in organizing the Berkeley Child Care Committee. This committee studied the need for child care in the community and is acting as a political pressure group to organize support for increased day care programs. It also works to educate the community on child care issues.

The committee has achieved direct results with its efforts. The city and school district budget for child care has been increased. Various kinds of day care, such as care for the sick child and care for children after school, are being initiated. A program developer is being hired to help present programs and seek funds, facilities and operators for new programs.

The committee is presently organizing a council of child care users and providers which may become a legal corporation similar to the model described in the 4-C's legislation.

## THE ORGANIZATION

### Policymaking

The governing board of the system is the Board of Education of the Berkeley Unified School District. This board is composed of five persons, some of whom are elected every two years. The board is a policymaking body and hires a Superintendent who is responsible for operating the schools under that policy. Responsible to the Superintendent are Directors, such as the Director of Elementary Education. The Coordinator of E.C.E. is responsible to the Director of Elementary Education and coordinates all of the centers.

Planning--The Superintendent and Board have final control, but most program planning is done by the coordinator and center staffs. Parents may make suggestions.

Budgeting--The Office of Early Childhood Education develops the program budget; it is then approved by the business office, the superintendent and the Board of Education.

Staffing--ECE is involved in hiring, firing and promoting staff; however, final control lies in the hands of a personnel director who works under the Superintendent's supervision.

Operations--Each group of teachers determines the daily program activities for its own classes. The coordinator and parents may make program suggestions.

The policymaking process if efficient and well-coordinated, but parents have no direct control over the policies. The centers plan to develop a Parent Advisory Board this year.

Constraints on the system are said to be state funding laws which restrict the service to single-parent, low income families. Also, state laws decree that parents who rise above a certain income level are no longer eligible for child care. This may create a problem great enough to lower the family's income again. State approval of new centers has also constrained badly needed expansion.

Staff Organization

A coordinator supervises all of the centers. She is also directly responsible for one nursery and two school-age centers, all located on the same elementary campus. West Berkeley has its own supervisor and the other three centers and the parent nursery classes are the responsibility of two other supervisors.

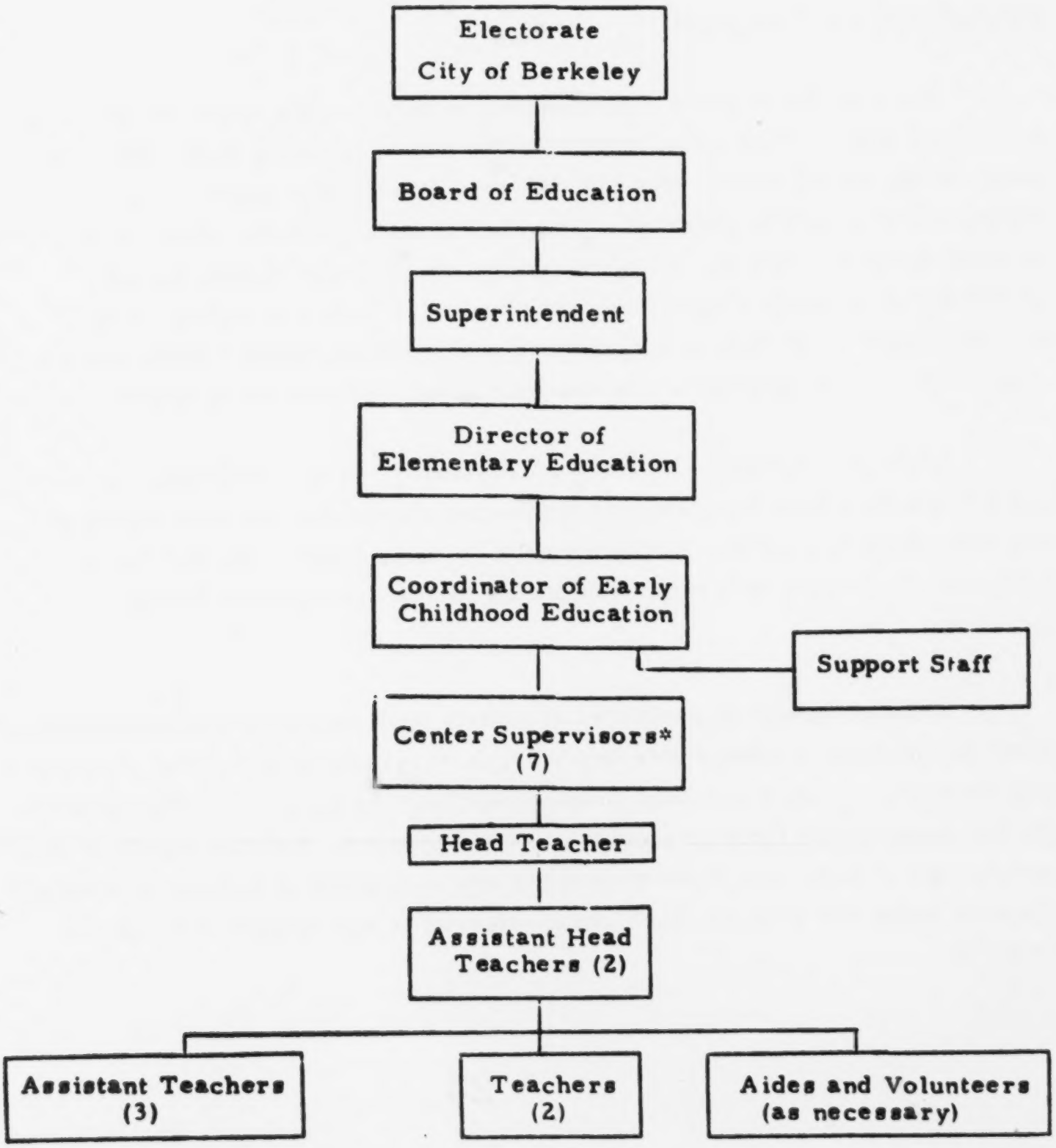
The teachers, assistant teachers and aides all act as a team to carry out the child, parent and community programs in their specific centers. For example, West Berkeley is used three evenings a week for a teen-age program operated by the Recreation Department. The administrative staff for all the centers is located in a central office. Nurse and psychological staff move from center to center. There is a cook in each of the main pre-school buildings and one full-time music specialist is shared by all the centers.

The staff is very well qualified. The coordinator and supervisors all have an M. A. degree or its equivalent in Early Childhood Education or Development. All head teachers must be college graduates with credentials or Children's Centers Supervisory Permits. All assistant teachers must have at least provisional permits and one year of experience. All other staff members have had years of experience in their respective fields.

While the centers welcome community and parent volunteers, few seem to be needed. Those who do participate are mainly high-school and

**Berkeley** Unified School District

Organization Chart




* Representative of 7 centers.

college students and public-school resource volunteers. The King Center has a senior citizen who comes in for three hours every day and helps with the children. She is very much appreciated.

## Staff Meetings and Records

Each center holds a staff meeting at least once a week: some centers hold them daily. They usually include the entire teaching staff, the supervisor or the coordinator, plus special consultants, like guidance or social workers. Topics discussed are, in order of frequency: (1) children's problems, as they occur, (2) curriculum, on a regular basis, (3) all children, on a regular basis, and (4) changes in policy or rules. Major administrative questions are discussed with staff members before decisions are made. Minor decisions are communicated verbally or by memo.

Staff performance is evaluated regularly. The coordinator or supervisor evaluates head teachers and either the supervisor or head teachers evaluate other teachers. Self-evaluation is being used more and more frequently (samples of teacher evaluation forms are included in the Appendix).

Child progress is evaluated regularly both on a special developmental assessment form (Vallet's Pre-School Inventory) and in anecdotal accounts of cognitive and social-emotional development kept by teachers. The developmental assessment form is included in the Appendix. Special cognitive and psychological tests are given if children are suspected of having problems. Ongoing notes are kept for each child referred to the centers for special guidance.

The school district's psychologist has conducted a study of receptive and expressive language functioning, the Peabody Developmental, and the Expressive Vocabulary Inventory, of all children enrolled in the system. The system is interested in assessment of child pe rformance and is constantly working to upgrade its methods. Cooperation between all levels of staff and between staff and parents generally seems high. Some teachers have recently received special training to help them administer and interpret tests, and parents have been shown how testing processes work.

## Staff Training and Development

All new staff members receive formal in-service training, about two to five hours a week. The head teacher in each center is primarily responsible for training new staff members in her center. In-service training is done through workshops, group meetings and special help from consultants and guidance staff shared by the centers. In the system as a whole, approximately 25 to 30 staff members have been promoted due to increased skills received through training over the last six or seven years. During the past year, in the two centers we visited, four people had moved up.

This year four staff members are getting tuition through New Careers and also work credit. In past years there has been very little help for people enrolled in college.

## BERKELEY UNIFIED SCHOOL DISTRICT STAFF ROSTER

| STAFF POSITIONS | Hours/Week (Av. Position) | Child Contact Hours/Week (Av. Position)* |
|---|---|---|
| Total Staff (93 - 76 full-time equiv.) | 3,011 | 1,714 |
| Total Paid Staff (83 - 74.1 full-time equiv.) | 2,626 | 1,673 |
| Central Office (11 - 9.6 full-time equiv.) | 385 | N.A. |
| COORDINATOR | 40 | |
| SUPERVISOR | 40 | |
| ACCOUNTANT CLERK | 40 | |
| ORDER CLERK | 40 | |
| PAYROLL CLERK | 15 | |
| SECRETARY | 20 | |
| SECRETARY | 40 | |
| PLACEMENT TEACHERS | 40 | |
| CUSTODIAN | 30 | |
| NURSE | 40 | |
| PSYCHIATRICT SOCIAL WORKER | 40 | |

*Estimated

## OVERALL PAID STAFF PROFILE

Education:

| | |
|---|---|
| M.A. or equivalent | 11 |
| B.A. or B.S. | 31 |
| Some College | 32 |
| High School | 9 |

Sex:

| | |
|---|---|
| Male | 9 |
| Female | 74 |

Ethnicity:

| | |
|---|---|
| Anglo | 41 |
| Black | 36 |
| Oriental | 3 |
| Chicano | 1 |
| Other | 2 |

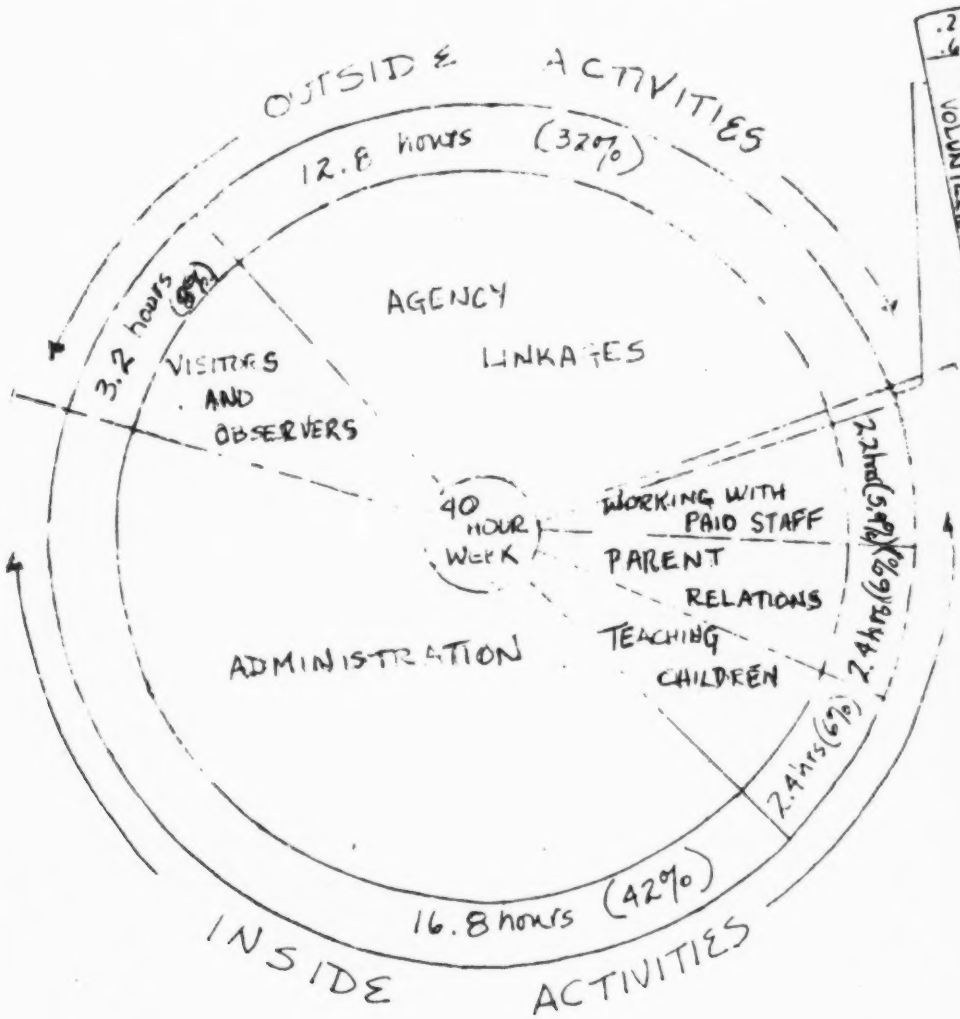
Parents of Project Children:

## BERKELEY UNIFIED SCHOOL DISTRICT STAFF ROSTER

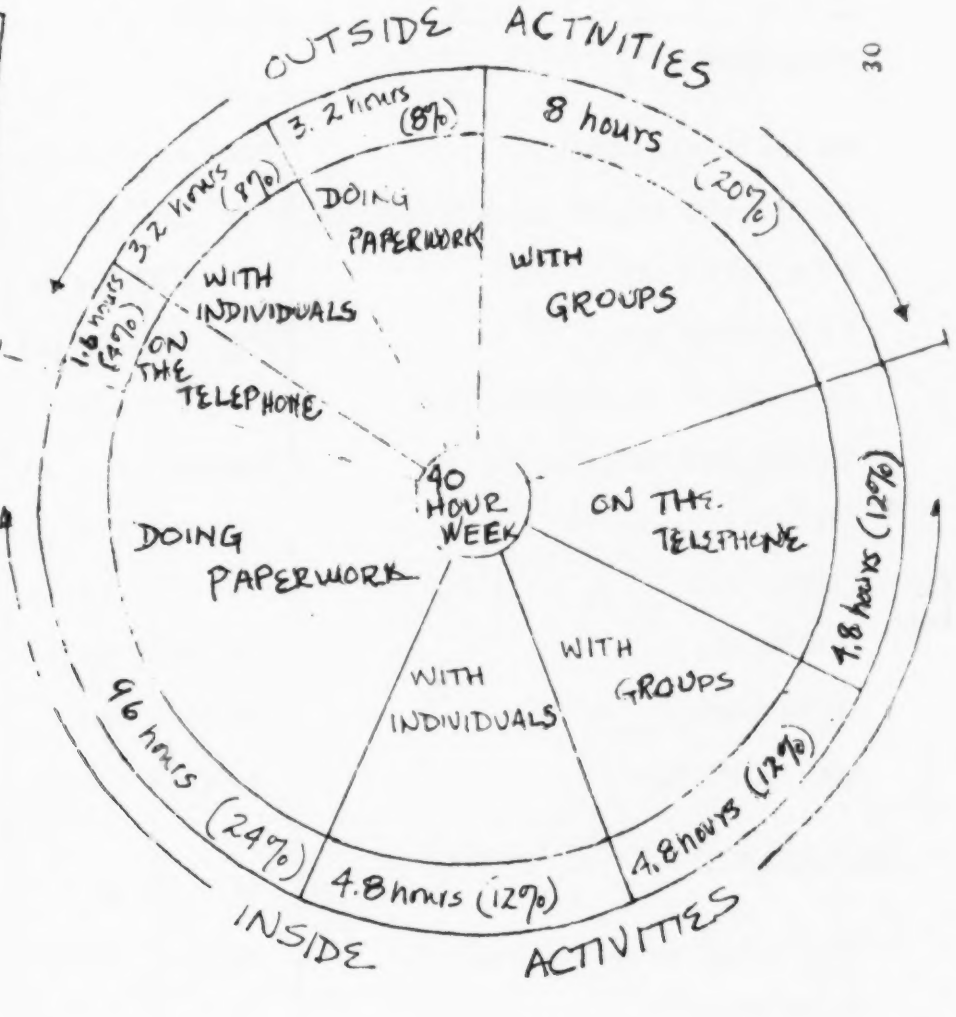
| STAFF POSITIONS | Hours/Week (Av. Position)* | Child Contact Hours/Week (Av. Position) |
|---|---|---|
| Center Staffs (72 - 65.3 full-time equiv.) | 2,610 | 1,673 |
| HEAD TEACHERS (7) | 280 (40) | 105 (15) |
| ASSISTANT HEAD TEACHERS (13) | 520 (40) | 325 (25) |
| TEACHERS (5) | 200 (40) | 150 (30) |
| TEACHERS (5) | 150 (30) | 115 (23) |
| ASSISTANT TEACHERS (17) | 680 (40) | 510 (30) |
| ASSISTANT TEACHERS (12) | 360 (30) | 276 (23) |
| AIDES (6) | 180 (30) | 138 (23) |
| COOK (1) | 40 | 10 |
| COOKS (2) | 60 (30) | 12 (6) |
| MATRONS (2) | 80 (40) | 20 |
| MATRONS (2) | 60 (30) | 12 (6) |
| In-Kind Staff (10 - 1.2 full-time equiv.) | 46 | 41 |
| NYC's and volunteer aides (5) | 45 (9) | 40 (8) |
| PARENTS (5) | 1 | 1 |

This is the way West Berkeley Day Care Center's Director spends her time:

This is what she spends it on:

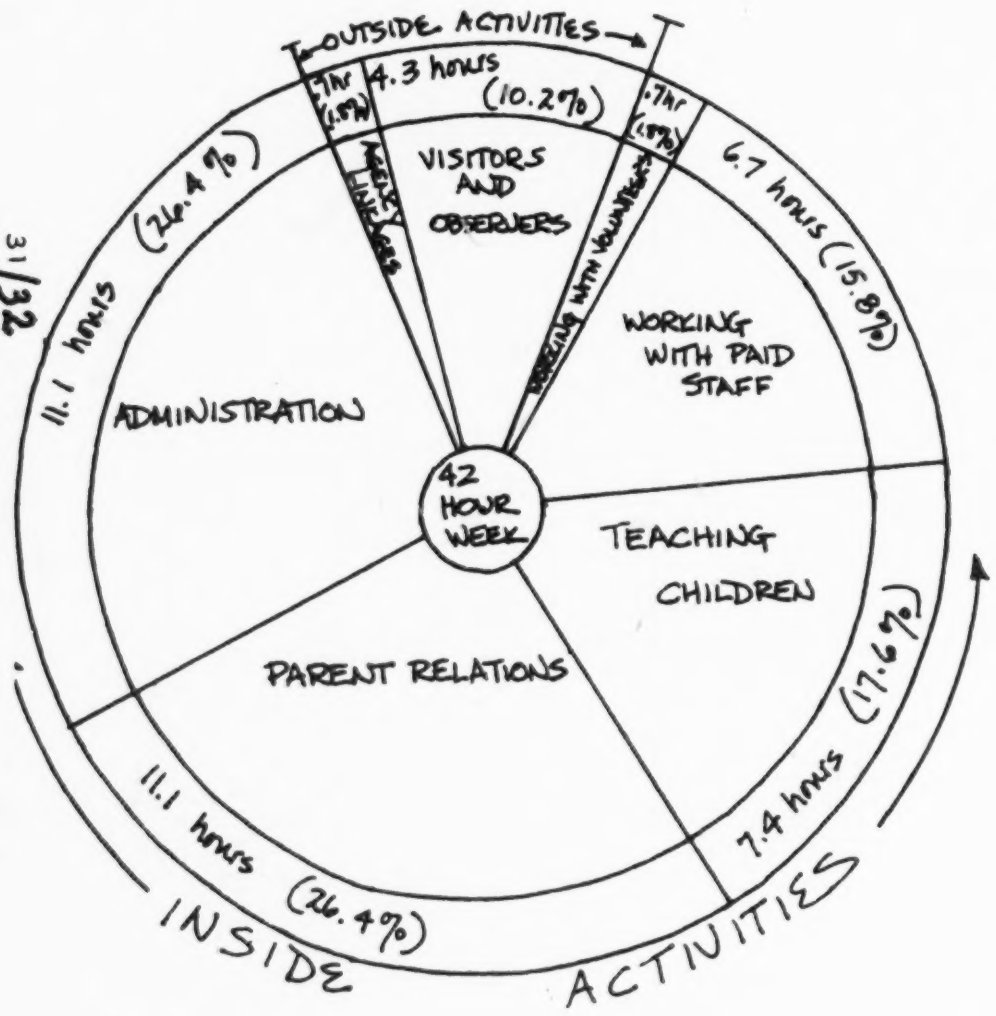



And this is how she spends it:

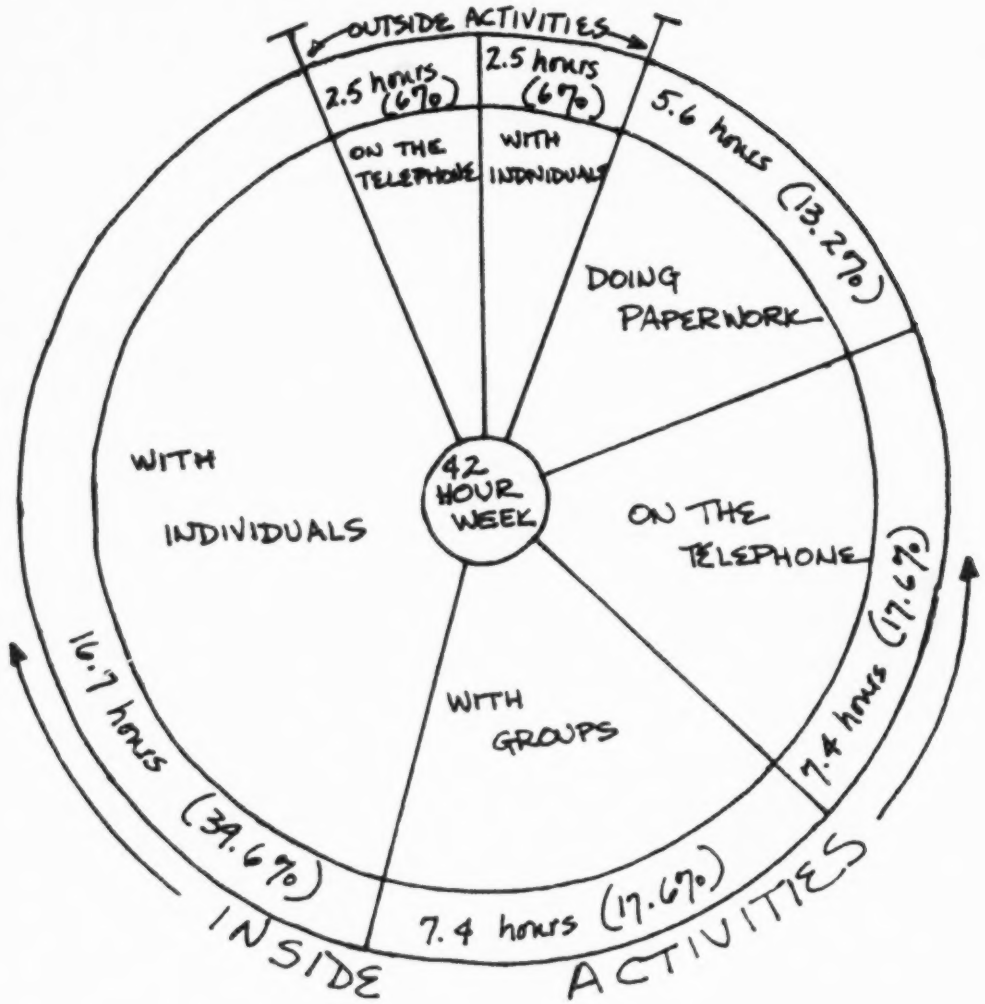


This is the way King Day Care Center's Director spends her time:

This is what she spends it on:




And this is how she spends it:



## HOW RESOURCES ARE USED

On the next page is the functional breakdown of the way 1970 - 71 income (shown in At A Glance) will be used. The In-Kind column may include one or more of the following types of donations: materials, facilities, underpaid labor, volunteer labor, and labor paid for by another agency.

For the sake of clarity, expenditures are divided into four categories. Together, the first three make up basic child care costs:

I. STANDARD CORE

This category shows costs commonly incurred in day care operations:

A. Child Care and Teaching--personnel, curriculum and general classroom supplies.

B. Administration--personnel, equipment depreciation, office supplies, staff travel, telephone, insurance, audit.

C. Feeding--personnel, food stuffs, other food related expenses.

II. VARYING CORE

This category shows costs which can be assumed either by operators, or by parents, or by both:

D. Health--personnel, supplies, health related services.

E. Transportation--personnel, operating expenses, maintenance, insurance.

III. OCCUPANCY

Because occupancy costs vary widely, they are shown separately. Included: rental value of property, utilities, taxes, property insurance, custodial personnel and supplies.

IV. SUPPLEMENTAL SERVICES

This final category shows program enrichment elements above and beyond basic care which have significant dollar costs or revenues associated with them.

## BERKELEY ESTIMATED $ AND IN-KIND EXPENDITURES 1970 - 71*

| SUMMARY: | % of total | total cost | cost/child year | cost/child hour |
|---|---|---|---|---|
| Standard Core | 87 % | $ 716,700 | $2,663 | $ 1.68 |
| Varying Core | 1 % | 5,800 | 22 | 0.01 |
| Occupancy | 9 % | 75,500 | 281 | 0.18 |
| Supplemental | 3 % | 23,900 | 89 | 0.06 |
| TOTALS | 100 % | $ 821,900 | $3,055 | $ 1.93 |

Personnel costs make up:
83% of $'s
76% of In-Kind
83% of Total ($ + In-Kind)

*costs to nearest $100, % to 1.0

| | | % OF TOTAL | TOTAL | = $ COST | + $ IN-KIND |
|---|---|---|---|---|---|
| BASIC CARE | I. STANDARD CORE COSTS | | | | |
| | A. Child Care and Teaching | 52% | $433,100 | $429,000 | $4,100 |
| | B. Administration | 28% | 227,100 | 227,100 | - |
| | C. Feeding | 7% | 56,500 | 55,200 | 1,300 |
| | II. VARYING CORE COSTS | | | | |
| | D. Health | 1% | 5,800 | 5,800 | - |
| | E. Transportation | - | - | - | - |
| | III. OCCUPANCY COSTS | 9% | 75,500 | 75,500 | - |
| | IV. SUPPLEMENTAL SERVICE COSTS | | | | |
| | F. Social Service | 3% | 23,900 | 23,900 | - |
| | TOTALS | 100% | $821,900 (100%) | $816,500 (99%) | $5,400 (1%) |

## IN CONCLUSION

It seems reasonable to let parents speak about the impacts they have observed on both their children and their family lives, and to let staff speak for themselves.

What parents like for their children:

> "He is in the oldest group. They study letters, numbers, the geography of Berkeley-- a regular instructional program, real challenging. He goes on trips almost every day. When they come back at 2:30 they have a discussion period."
>
> "He feels quite righteous about not eating what he thinks he doesn't like. The sleep time autonomy is good as long as each child is sized up accurately in this dimension." "The staff doesn't punish children much. At first we were concerned about it, but it seems to be working. I think it's more of a day care center than a learning place."
>
> "She gets exposed to a variety of things, can be together with other kids, and I like the center visually, as an architect. I'm pretty impressed, really. She's aware of a lot more now. The napping procedure is really good. She doesn't require or want a nap, so it's good for her to be able to make a choice."
>
> "I chose this center because I fell in love with it. She arrives and hangs up her coat. At least 5 people greet her warmly. She chooses an activity-- dramatic play or reading or outside, has juice and crackers, then back into an activity. She eats a good lunch (I'm impressed with the food), takes a nap (I'm glad she doesn't have to sleep 2 hours a day), gets up and goes into another activity. . . .Anytime I want, the staff is available. There's no comparison to when I had her at the babysitter. I can't think of anything better for my child."
>
> "I don't know the field enough to comment on whether the teachers are good. They're sure good people. I like the educational principles which guide the program. I always got along with my daughter beautifully, but the sitter she was with before made her miserable. She's so much happier at the center. It was instantaneous-- she grew infinitely happier."

"The open napping is marvelous. It really allows the child to regulate his own rest schedule according to his own needs. I like their neighborhood walks tremendously. I really like the idea that the children can choose whatever activities they're ready for."

"There aren't young children in our neighborhood, and this gives him a chance to have friends his own age. The changes in him are both good and bad. He's more conscious of the hostility between the races. The yard development by the People's Architects, parents and high school kids was great. The yard is a tremendous improvement. It was nice when they had the music lady."

"He has a variety of activities available to him, good small-group interaction with other children. He has animals available to play with and learn about. He can see the end product of his own preparation of food and clay, etc. He eats hot lunches with small groups of children and a warm, motherly teacher--sort of a family setting. The teachers relate well to the children and bring them along a good path. I like the freedom and the warmth of the center, the variety of levels a child can rest at-- a child can rest without sleeping. I really feel the center is a warm, good place for children and would like to do something in return for all the good things the center does."

"The center is perfect. The teachers are very kind, they teach and make my child's day an interesting one. They have a training program, there are age differences, and a lot of diversity among staff. I think this is good. They have a good relationship with the community. He's gotten used to eating regularly. While they have demands made on them, the children have freedom in their choices."

"Martin Luther King center is quite special. There's compatibility between staff and parents. Teachers are pretty open-minded. There's freedom on the way children intermingle and on the use of language. I don't know what discipline is being used and I don't want to know. The staff is pretty good and I'm pretty picky. The staff have a lot of patience. They take each child individually (to know who the child is); they're willing to deal with modern ideas."

"Since moving from her grandmother's care, her world has expanded and she's much more secure now. She belongs to different groups: mother, grandmother, school children and other children outside the center." "I substituted at the center and I liked the atmsophere, the way things were run and the teachers. They brought her out of her shell." "They seem to be very compassionate people. Some children have serious problems.

"There are fewer children here, more of a 1 to 1 ratio. It's a homey-type place. I like it. They seem able to take care of all problems. Children are involved in something. I've never seen the center in bedlam." "She's friendlier, talks more, sings songs she learns and tells stories she remembers. This center is worthwhile. Our neighbors are lining up in droves to get their children in. Staff members would act on my concerns if I told them-- there's a lot of good will. They're warm, more likely to hug and hold a child than at another center. They try to satisfy the love need."

"There's warm acceptance of my child. Her entrance into the center is warm and supportive." "If I'm not working, I find it comfortable to be here. I feel welcome and I eat lunch here occasionally."

What parents like for themselves:

"If you make suggestions or want changes and enough do, it can be done. If he weren't enrolled here, it would keep me from working." "There's a sense of belonging here. I feel teachers are concerned about what the parents want. I work till 11 p.m. and I also go to school. I am more secure about my day-to-day situation because of the day care program. I've made two very close friends at the center."

"I'd say our income has increased 100%." "Staff usually seeks parents out-- not the other way around. Parents can be involved as much as they want to be. Parents decided children must keep their pants on." It allows his father to work and me to go to school." 'I could be involved here, but I've had to turn down every opportunity."

"My son is 2-1/2, and they take them that young. The staff does ask for opinions and suggestions. Wishes are considered. I couldn't work if I didn't have day care. It's made it a lot easier. I know he is well cared for that that relieves a certain amount of strain. I'm involved with a dance group and the Food Conspiracy now, although I might have done these anyway."

"I haven't personally been involved, but ideas and changes are welcomed. I work and go to school. It could hardly be cheaper-- now I pay $20 a month for one child, before I had to pay $200 a month for three children with babysitters and organized groups of ex-teachers doing child care."

"I can work now. My husband goes to school. It's given me the freedom to do the things I want and need to do. I can appreciate my son more when he's home. He's at the center 7

to 8 hours a day. If we didn't have child care, our income would decrease at least $100 a month. We'd have to pay more and work less. I'm now involved in civic affairs."

"The teachers are doing a terrific job, and I feel parents should stay away. The other day care alternative is a babysitter, but I couldn't afford that -- I just got off welfare. I'd be a very unhappy person if I had to stay home with my kids every day."

"Parents are involved in decision-making very little. They are receptive to comments; some problems are budgetary. Parents made changes through yard construction. Parents came on Saturdays and children came along. There was a good feeling for those involved. I've been able to get along faster with my studies. If we didn't have child care, our income would decrease about 50%." "I have more time for work, and I'm working on a health center for the community."

"Parents are involved a great deal in planning their meetings. I'm not involved in the program itself, but the head teacher asked me to involve my self in a leadership role in parent meetings. I've become more aware of the problems the program has in funding."

"I work part-time and go to school every day." "I'm part of the parent's budget advisory committee-- it's a total waste of time. This is the overall center's program." "Before, I used teen-age girl babysitters-- they're not dependable, changed often, too expensive. Here, parents are involved more than a little, but not a lot. At parent meetings we consult with teachers and decide what topics for the year will be discussed at parent meetings. Parents had a lot to do with the new construction in the yard. The center's hours are good for both my work and my activities. I've started playing the piano and I have more time to read. I don't have to drag him around and I have time for a nap so I'm in a good mood when I pick him up."

What parents don't like, or would like to see:

"I want more male teachers in the pre-school." "Some teachers are capable, others are just employees." "I like the permissiveness least. Active participation by parents should be encouraged, and there should be more structured activities for this to take place. Those who can't won't. Those who can often need to be asked."

"They smile and nod, they're friendly, but I feel like they think I'm a hostile parent." "Staff members act on my concerns about my child, but not about the school in general. There's overcrowding." "I don't care for the disorganization, but I guess that goes along with the variety of activities they have."

"Transportation is a problem. The program is wanted by many parents." "I would like to have more of a role. They need funding and training, especially for such things as Montessori. I dislike the long naptime and the lack of male role models." "I don't like some of the rules-- i.e., having to pay for a whole week when the child attends for one day, or a child's cough means he is deathly ill and needs to be taken home."

"There are a few institutional barriers. I'd like to get to meet with staff more, but it's not the staff's fault under the present program structure. I don't like the barrier between family and school. I'm unable to be part of the program without feeling odd."

"The nap is too long. I like to go out in the evening and want him asleep so the people downstairs can listen for him if he should wake up." "One teacher is stricter than the others and doesn't give the children as much freedom of choice."

What staff has to say:

"I try to find out where the child is and give him what he needs. Help develop inner controls in a child. Sometimes there's a conflict of duty-- trying to talk to parents, collect fees, supervise the children and serve juice simultaneously. A good teacher needs good health-- mental and physical-- insight, adaptability, to be alert to innovations in the child development field, and she has to like children. I encourage children in problem-solving, consideration of others, self-help." "As the primary groups develop, the parent involvement (hopefully) will be better. We listen to parents. I want to stay here until I die or retire."

"We have no money until next June in our budget for ordering supplies. Decisions are made as efficiently as possible-- the democratic process takes time. The program is working towards running smoothly-- there's a diversity of values among teachers. I like the freedom of choice for children and teachers. I don't care for sanitary handicaps-- plumbing and mud. We're all learning. The director has many responsibilities and isn't in the center enough. It's really not her fault, and she's willing to listen."

"I work with the 4's and 5's. It's a mature group. They don't nap-- they can rest when they return from a field trip. If they're crabby I have them rest. We do a great deal of talking, writing words, we use a tape recorder for storytelling. If there's a special interest, we follow up with an activity and a trip. We have almost daily trips. I have them be the teacher and tell a story. The qualities I value most in a teacher aren't trainable, but training enhances teaching ability. It's necessary to have some teachers who have developmental and/or curriculum training skills and knowledge as part of a teaching team."

"The needs of a child in 10-hour care are much different-- you can't talk just about educational needs. It's very important to find out where a child is conceptually and in skills, but at the same time children here need a lot of being with people who talk with them, listen to them, work with them, caring people. I hope these kids will all made it. I hope they'll have as much as they have now. . . they're so bright and so often they get turned off by 10 years. I compliment children in front of their parents as much as possible-- I go out of my way to do this."

"I often feel that what happens here is apart from their home life. Parents are busy and desperate for care." "I plan to stay here indefinitely. A lot of staff meetings are a waste of time. On the other hand, there seem to be some things we could talk about longer. I like the freedom and the kids. I don't like the size of the program (which is also part of the freedom). Real nitty-gritty problems aren't talked about-- like problems in the school (transitions), bad language, parents, aggressiveness in kids. We do our own deciding about our roles and changes."

"I try to allow children to be creative and to explore. I try to be as non-directive as possible and let the child give me clues. I try to develop a good basic foundation in concept formation so they are ready for kindergarten. Since this department has so recently been taken in as a segment of the whole system, it is difficult for the Board to understand the problems and practices of children's centers (i.e. 1 - 6 teacher/child ratio)."

"We're trying to get more parents' meetings going. We've had one this year. Ordering can take a long time-- sometimes you find out there's no money. I have a chance here to get more education. This community needs more infant care, more day care, and something for families who are just over the income bracket cut-off. I like the staff and working with the kids." "We teach color-number-size concepts, read

and tell stories, have children relate them to their experiences. We are going to study children through film. We've bought a movie camera and will begin soon."

"I encourage kids to be independent, show self-initiative, to work cooperatively with their peers. We need to do a lot more with parents. I plan to stay with this job. Decisions are made as efficiently as can be expected when they involve a large staff collaboratively." "I try to be responsive to the quiet child, to draw him out when he's not aggressive about going for my attention. I try to be flexible, to flow with the needs of a situation. A good teacher is at peace with herself and consequently can transmit this content to the kids."

"I'm afraid to think about when they'll be ten. I fear the schools will turn a kid off by them. It's okay up to the third grade, but we've failed them from then on. Kids learn by doing, and they're just not allowed to after awhile. We've gotten action from the district because of the parents-- new paint inside the school, the sidewalk fixed. The timing of meals is a parent preference." "I plan to stay here forever."

"I have other job offers, but Berkeley is ideal. I can't think of another center which would provide equal benefits across all dimensions. I wish there were a place in this center where staff could go to rest. I like the staff and teamwork that goes into working with the kids." "You need to notice things-- keep your eyes and ears open, to be a good teacher. I'm happy here. I'll stay as long as I can. An administrative person comes once a week to see how it is going and bring news and take our opinions back. Our administrative person understands, but the policy board needs to be told more directly."

"Some parents come in and read. Nobody supervises me directly-- we all supervise each other. The head teacher here is understanding-- she really tries to help. The staff is very easy to work with. I can't think of anything I don't like, but we could use more volunteers for a smaller teacher/child ratio." "A good teacher needs to be sensitive, be an aware person with the ability to be flexible and grow. A feeling for children, a delight in being with them. Self-awareness sufficient to relate more objectively to children, yet with caring involvement. Parents are involved in the annual Christmas party, which includes children and their families and staff and their families. Parents have coop services. I'll stay here as long as I can. The head teacher trusts each staff member and gives us autonomy."

> "I like the staff and teamwork, the children, the child-centered approach, and that we're flexible yet consistent in quality. There are frustrations in never having the time to do all the things I can see to do that children could benefit from. I'd also like more time for preparation of materials."
>
> "I feel good about my position, my salary, my vacation, my curriculum planning time. I wish we didn't have to have a staff meeting every Thursday night, but it seems to be the only way right now. We've had to fight for our benefits, but it's been worth it. I don't know now the teachers at some of these other centers do it! I think every teacher in day care should have our benefits."

This case study has clearly not attempted to deal in depth with the issues and problems facing the Berkeley Children's Centers. A synopsis of these problems and concerns is presented in the ECE Coordinator's own words:

> Our problems are similar to those throughout the nation. We need to expand our programs to serve many more children, but facilities and funding are getting harder and harder to find. Under present laws, we have to exclude many families at middle income levels who are as unable to find good care they can afford as low income families. At the same time, the cost of providing quality care and good staff conditions continues to rise. There will have to be a national commitment of priority and large amounts of money before these problems can begin to be solved.

It was the judgement of the observation team which visited the Berkeley system in November of 1970 that the quality of day care in this system is indeed high. Parents and staff interviewed shared this opinion wholeheartedly.

At the basic care level, every element was present and effectively handled: protection, nutrition, tender loving care, general stimulation of mind and body, and health care. In addition, the centers offer a rich mixture of program elements which meet many of the needs of children, staff and parents:

| | |
|---|---|
| For children: | skill teaching; growth in self-reliance; abundance of educational materials and experiences; individualized attention; communication; peer cooperation; community awareness; wide latitude for choice of own activities; cross-cultural appreciation; self-image enrichment; after-school care. |
| For staff: | good pay; wide range of benefits; in-service support; advancement through training. |
| For parents: | chance to work or go to school; maintenance of parent role; awareness of adequate care for child; sliding scale of fees based on income; cross-cultural appreciation; referral to social service agencies and direct counseling; parent-community social events; parent voice; some volunteer opportunities. |
| For community: | information flow about system activities through media; some volunteer opportunities; use of other service agencies; active committee working for more day care. |

The Berkeley Children's Centers are an excellent example of quality child care being effectively provided by a public school system.

## APPENDIX

This appendix contains illustrative materials drawn directly from the system itself. It includes:

Child Sleep Room Grouping Models

Schedule for Menus

Teacher Evaluation Forms

Child Developmental Assessment Form

The following additional material can be obtained by writing the Contact found on the At A Glance page of this study:

"Evaluation of the Receptive and Expressive Language Functioning of Preschool Children Enrolled in Parent Nurseries and Children's Centers of the Berkeley Unified School District," Harriet Block Wasser, School Psychologist, July 1970.

"Handbook-- Early Childhood Education, Berkeley Unified School District," September 1968.

WEST BERKELEY CHILDREN'S CENTER

SLEEP-ROOM

Purpose-

1. To acknowledge the fundamental importance of sleeping or resting to the young child.

2. To provide individual sleep-room patterns which will come near to matching the needs of the child.

Guidelines for Developing Models

Beginning with the idea that children in the school have various levels of internal control, we established models which represent the range of internal control which children in the school possess. In Model I are found children, who in the teacher's judgement possess the lowest level of internal control and who consequently need the highest level of external control.

In Model IV are found children who possess the highest level of internal control, and consequently less external control is required. While in many cases the Models graduate age-wise, we feel this way of looking at the children frees us from the lock-step progression associated with groupings based on age.

In order to provide for a smooth transition to rest time, children eat with their sleep-room groups. Model I children do not generally visit between tables. Models II, III, and IV visit within the groups. Some visiting may also accur between the groups.

These models may provide a logical framework within which to develop some kind of parent involvement - something which we have not previously been able to accomplish.

## MODEL I - SLEEP ROOM

In this model a semi-dark room with a quiet atmosphere is important. The children come into the room, sit on their beds, take off shoes, and place them under their beds. They can also take off socks and top pants if they wish to. The child is put on his/her bed gently and tucked in, except for those wanting to do it themselves.

Most children fall asleep very quickly and the teachers sit beside those who can not settle down alone.

Provision is being made during the morning for the special learning experiences which are provided to the other children during the pre-rest time.

BR:na
11/13/70

## MODEL II - SLEEP ROOM

These children go directly to their rest area after lunch. Toys, games, puzzles, etc., are provided in the rest area and children are free to select and use these materials on their beds. There is a good bit of social activity going on at this time and this is especially helpful for children who are shy and also for children who do not function well in large groups.

After the free play period, toys are returned to the shelves and a story is read to the children. They then rest for a minimum of one half-hour. Children who fall asleep each day have a longer rest period. Children who are still awake are permitted to get up after thirty minutes if they wish to.

## MODEL III SLEEP ROOM

Children who sleep together in Model III leave their lunch tables to enter the Manipulative Toy corner or the Book Corner . Children who prefer stories go to the book carner and sit on the couch or floor with their choice of books. In the Manipulative Toy corner some puzzles and leggos are up out of children's reach and must be requested by children. Some children work individually and some work side by side with similar games - or in a group voluntarily, if they have chosen the same game. Children are expected to put sets or puzzles back together and sometimes are helped if they need it.

During the period between 12:00 and 1;00 children may work with one toy over a long period of time or work with different toys which they put back before getting another or they move to the story area and back again to manipulative toy area. At first there is only one teacher with an average of eight or ten children. Then the second teacher leaves the lunch area and may begin stories or help with puzzles, lotto games in the manipulative corner. All games stop approximately at one o'clock.

Children are allowed mobility and autonomy and are expected to be self-directing during the pre-rest time.

## MODEL IV SLEEP ROOM

This group is for children who show a good deal of inner control and self-reliance. Many of these children are not easily accomodated by one of the other three models. They do not need to rest regularly but are offered the opportunity to rest, and thus are expected to recognize when they are tired and want to rest.

The group activities are organized around almost daily walking or car trips to places where the children can explore and enjoy experiences different from those in school. These activities are the basis for the discussions, story writing, art work, work lists, etc., which take place just after lunch and before the trips. The primary emphasis in Model IV is upon providing new and varied experiences for the children and then relating these to language and number concepts.

In the past Model IV was called the "Kindergarten Group." This name was used because Group IV originally was created last spring to meet the needs of several five year olds who entered Kindergarten this fall. The children in this group now are young four year olds and the program has been redesigned to meet their needs.

BR:na
11/13/70

BERKELEY UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS

SCHEDULE FOR MENUS AND ORDERS
FALL 1970

Schedule for Menus

| | | | | | |
|---|---|---|---|---|---|
| Cycle 1 | Sept. 21, | Oct. 12, | Nov. 2, | Nov. 23, | Dec. 14 |
| " 2 | " 28, | " 19, | " 9, | " 30, | " 21 |
| " 3 | Oct. 5, | " 26, | " 16, | Dec. 7, | " 28 |

Snack Menus are excluded and should be planned by each Center as part of its instructional program.

Schedule for Warehouse Staple Orders (Use Staple and Canned Goods Order Form)

| Due in Purchasing | Delivery Date | Covers Menus |
|---|---|---|
| Sept. 16 | Sept. 23 | Sept. 28 - Oct. 9 |
| Oct. 2 | Oct. 7 | Oct. 12 - " 23 |
| " 16 | " 21 | " 26 - Nov. 6 |
| " 30 | Nov. 4 | Nov. 9 - " 20 |
| Nov. 13 | " 18 | " 23 - Dec. 11 |
| Dec. 4 | Dec. 9 | Dec. 14 - Jan. 8 |

Schedule for Ordering Perishables (Use Perishable Order Form)

| Due in Purchasing | Delivery Date | Covers Menus |
|---|---|---|
| Sept. 11 | Sept. 21 | Sept. 22 - 28 |
| " 18 | " 28 | " 29 - Oct. 5 |
| " 25 | Oct. 5 | Oct. 6 - " 12 |
| Oct. 2 | " 12 | " 13 - " 19 |
| " 9 | " 19 | " 20 - " 26 |
| " 16 | " 26 | " 27 - Nov. 2 |
| " 23 | Nov. 2 | Nov. 3 - " 9 |
| " 30 | " 9 | " 10 - " 16 |
| Nov. 6 | " 16 | " 17 - " 23 |
| " 13 | " 23 | " 24 - " 30 |
| " 20 | " 30 | Dec. 1 - Dec. 7 |
| " 25 | Dec. 7 | " 8 - " 14 |
| Dec. 4 | " 14 | " 15 - " 21 |
| " 11 | " 21 | " 22 - Jan. 4 |

Butter Deliveries

Sept. 23
Oct. 12
" 26
Nov. 9
" 23
Dec. 7
" 21

cc E.C.F.
Nurseries (3)✓
S. Knox
N. Rogers
(Schedule for Menus & Orders only)



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BERKELEY UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS
FALL 1970

LIST OF DONATED COMMODITIES AVAILABLE

Order on Staple Order form - write in

| Code Number | Description | Unit |
|---|---|---|
| 0-701 | Bulgur, 24/2# | Case |
| 0-722 | Flour, Whole Wheat | 10# |
| 0-723 | " All Purpose | 10# |
| 0-740 | Milk, Dried, 12/4½# | Case |
| 0-745 | Peanut Butter #10 | Can |
| 0-755 | Rice | 50# |
| 0-765 | Wheat, Rolled, 12/3# | Case |

LIST OF FRESH FRUITS FOR USE ON MENUS

| | |
|---|---|
| Sept. | Apples<br>Bananas<br>Cantaloupes<br>Grapes, Thompson Seedless<br>Oranges<br>Watermelon |
| Oct., Nov., & Dec. | Apples<br>Bananas<br>Oranges |

BERKELEY UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS

MENUS, CYCLE
FALL 1970

| | Lunch |
|---|---|
| **Monday** | |
| 9/21 | Toasted Cheese Sandwich |
| 10/12 | Stewed Tomatoes |
| 11/2 | Lettuce Wedge Salad |
| 11/23 | Chilled Peaches |
| 12/14 | Milk |
| **Tuesday** | |
| 9/22 | Braised Liver |
| 10/13 | Parsley Buttered Potatoes |
| 11/3 | Savory Green Beans |
| 11/24 | Crisp Celery Sticks |
| 12/15 | Buttered W.W. Bread |
| | Fruit Cup |
| | Milk |
| **Wednesday** | |
| 9/23 | Beef Patty (or Frankfurter) |
| 10/14 | Escalloped Potatoes |
| 11/4 | Buttered Peas |
| 11/25 | Sunshine Salad on Lettuce |
| 12/16 | Buttered Enriched Bread |
| | Fresh Fruit |
| | Milk |
| **Thursday** | |
| 9/24 | Spaghetti w/Meat Sauce |
| 10/15 | (or Butterfly Ravioli) |
| 11/5 | Buttered Green Beans |
| 11/26-Holiday | Tossed Salad |
| 12/17 | Hot Buttered French Bread |
| | Whipped Gelatin w/Fruit |
| | Milk |
| **Friday** | |
| 9/25 | Center's Choice |
| 10/16 | |
| 11/6 | |
| 11/27-Holiday | |
| 12/18 | |

BERKELEY UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS

MENUS, CYCLE 2
FALL 1970

| | Lunch |
|---|---|
| Monday | |
| 9/28 | Macaroni & Cheese |
| 10/19 | Buttered Green Beans |
| 11/9 | Carrot Sticks |
| 11/30 | Buttered W.W. Bread |
| 12/21 | Fruit Cup w/Orange |
| | Milk |
| Tuesday | |
| 9/29 | Spanish Rice w/Ground Beef |
| 10/20 | Buttered Spinach |
| 11/10 | Tossed Green Salad |
| 12/1 | Buttered Enriched Bread |
| 12/22 | Fresh Fruit |
| | Milk |
| Wednesday | |
| 9/30 | Center's Choice |
| 10/21 | |
| 11/11-Holiday | |
| 12/2 | |
| 12/23 | |
| Thursday | |
| 10/1 | Beef Tongue & Gravy |
| 10/22 | Whipped Potatoes |
| 11/12 | Buttered Peas |
| 12/3 | Cabbage, Carrot, Pineapple Salad |
| 12/24 | Buttered W.W. Bread |
| | Chilled Peaches |
| | Milk |
| Friday | |
| 10/2 | Icelandic Cod w/Tartar Sauce |
| 10/23 | Baked Cubed Potatoes |
| 11/13 | Assorted Vegetable Sticks |
| 12/4 | Buttered Enriched Bread |
| 12/25-Holiday | Fruit Gelatin |
| | Milk |

BERKELEY UNIFIED SCHOOL DISTRICT
CHILDREN'S CENTERS

MENUS, CYCLE 3
FALL 1970

| | Lunch |
|---|---|
| Monday | |
| 10/5 | Center's Choice |
| 10/26 | |
| 11/16 | |
| 12/7 | |
| 12/28 | |
| Tuesday | |
| 10/6 | Meat Loaf w/Gravy |
| 10/27 | (or Meat Balls w/Gravy) |
| 11/17 | Whipped Potatoes |
| 12/8 | Parsley Buttered Carrots |
| 12/29 | Crisp Celery Sticks |
| | Buttered W.W. Bread |
| | Apple Crisp |
| | Milk |
| Wednesday | Oven Fried Chicken |
| 10/7 | Fluffy Rice |
| 10/28 | Green Beans & Tomatoes |
| 11/18 | Tossed Green Salad |
| 12/9 | Buttered Enriched Bread |
| 12/30 | Fresh Fruit |
| | Milk |
| Thursday | |
| 10/8 | Beef Stew |
| 10/29 | Coleslaw |
| 11/19 | Buttered W.W. Biscuits |
| 12/10 | Rosy Applesauce |
| 12/31-Holiday | Milk |
| Friday | |
| 10/9 | Tuna Sandwich |
| 10/30 | (or Tuna-Noodle Casserole) |
| 11/20 | Buttered Peas |
| 12/11 | Assorted Vegetable Strips |
| 1/1-Holiday | Gelatin Cubes w/Whipped Topping |
| | Milk |

BERKELEY UNIFIED SCHOOL DISTRICT
Classified Personnel Office

PROBATIONARY REPORT

Date

To _____
Administrator or Dept. Head

Preliminary or
Final Report on _____ _____
employee classification

Please place a check mark in the parentheses before the trait in each group which best describes the employee:

PROMPTNESS IN REPORTING TO WORK
( ) Very prompt
( ) Occasionally late
( ) Often late

KNOWLEDGE OF WORK
( ) Needs more experience on the job
( ) Comprehends quickly
( ) Thoroughly familiar with all phases of the job

WORK ATTITUDE
( ) Little interest
( ) Average interest
( ) Enthusiastic - whole hearted interest

INITIATIVE
( ) Routine worker, usually waits to be told.
( ) Resourceful
( ) Seeks additional tasks, shows ingenuity

CAPACITY TO DEVELOP
( ) Has reached peak of development
( ) Good potential
( ) Bright future - shows promise

ATTITUDE TOWARDS OTHER EMPLOYEES
( ) Poor, does not cooperate
( ) Tactful and obliging
( ) Goes out of his way to be accommodating and cooperative.

QUALITY OF WORK
( ) Poor work, frequent errors
( ) Usually very well done - few errors
( ) Outstanding work

QUANTITY OF WORK
( ) Average or less
( ) Turns out more than average
( ) Exceptional performance

ABILITY TO UNDERSTAND DIRECTIONS
( ) Can understand only the most simple directions
( ) Readily understands
( ) Needs only a suggestion

(over)

APPEARANCE

( ) Needs improvement in grooming
( ) Presents a favorable appearance
( ) Takes genuine pride in appearance

Check the following if employee deals with the public:

CONTACTS WITH PUBLIC

( ) Too aloof in dealings, or antagonizes
( ) Usually good, have received only a few complaints
( ) Tactful and obliging, good self control

---

Give percentage of total rating according to the rating guide below _____%

RATING GUIDE

1. Superior - exceptionally qualified for the position in everyway - 96% to 100%

2. Good - does the job better than most and has positive and desirable qualities - improving all the time - 86% to 95%

3. Average - Can do the work and has no significant undesirable qualities - 76% to 85%

4. Passable - does work which is barely acceptible - question permanent status - 70% to 75%

5. Failure - Either could not do the work or not desirable in the position (below 70%). Not recommended for permanency.

_____ _____
Employee's signature Supervisor's signature

---

This employee will be permanent on _____

There will (will not) be another form for you to complete before permanency.

Please return this form to us promptly. Thank you.

CCLE W. GILLIAM
Assistant Personnel Director
Merit System

PROGRESS REPORT

PROBATIONARY YEAR (1,2,3)

Name_____Dept./Grade_____

Class/Subj. area(s)_____Time Spent_____Date_____

Observation:

_____
Signature of Evaluator

Teacher response ( optional)

_____
Signature of Teacher

(1) Teacher's Copy (2) Principal' Copy (3) Dept. Chairman's Copy
(4) Evaluator (if other than 2 or 3)

A. The following factors should be considered in evaluating a person's teaching ability:

1. His knowledge of subject matter.
2. His ability to communicate knowledge of subject matter to his students.
3. His ability to stimulate and encourage creativity.
4. His ability to develop student responsibility.
5. His ability to create and preserve an atmosphere of learning:

   a. By relating to students as individuals.
   b. By relating to the group as a whole.
   c. By fostering meaningful relationships within the group.
   d. By demonstrating classroom control.

B. Other factors to be considered will include the following:

1. Relationship with staff.
2. Management of equipment and supplies.
3. Performance of reasonable additional non-classroom duties.
4. Reasonable accuracy in keeping records and reporting grades.

No teacher can be expected to demonstrate effectiveness in achievement of all goals set for him by the Evaluation Report. Much less can he be expected to produce evidence on all items within the observation periods. For this reason, it is not necessary to consider each of these factors during each observation period or conference with the teacher. However, each of these criteria will be considered in the final evaluation.

Areas of strengths as well as weaknesses should be noted. Evaluator should make recommendations to improve weaknesses which need attention.

SEMESTER APPRAISAL
BERKELEY UNIFIED SCHOOL DISTRICT

Grade or Level

Probationary Year _____
(1, 2, 3)

Teacher _____ School _____

Class/Subject Area(s)_____ Date _____

WRITTEN COMMENTS IN EACH OF THE FOLLOWING CATEGORIES ARE MANDATORY (use reverse side or additional sheets, if necessary)

Meets B.U.S.D. Standards*

Needs Improvement

1. HAS KNOWLEDGE OF SUBJECT MATTER
   Satisfactory Needs Improvement

2. PLANS EFFECTIVELY FOR INSTRUCTION
   Satisfactory Needs Improvement

3. COMMUNICATES SUBJECT MATTER TO THE STUDENTS
   Satisfactory Needs Improvement

4. STIMULATES AND ENCOURAGES CREATIVITY
   Satisfactory Needs Improvement

5. DEVELOPS STUDENT RESPONSIBILITY
   Satisfactory Needs Improvement

6. CREATES AND PRESERVES AN ATMOSPHERE OF LEARNING
   Satisfactory Needs Improvement

7. EVALUATES CLASSROOM INSTRUCTION
   Satisfactory Needs Improvement

8. HAS EFFECTIVE STAFF RELATIONSHIPS
   Satisfactory Needs Improvement

9. PERFORMS REASONABLY ON NON-TEACHING DUTIES
   Satisfactory Needs Improvement

10. GENERAL COMMENTS: (SEE REVERSE SIDE)

IF RATING(S) BELOW B.U.S.D. STANDARDS ATTACH PROGRESS REPORTS

I _____ _____ RECOMMEND RE-EMPLOYMENT FOR THE NEXT SCHOOL YEAR.
DO DO NOT

_____ Date _____ Principal

OPTIONS: 1. _____ I accept this evaluation as it stands.

2. _____ I agree with most of this evaluation but wish to add this with the following comments on the reverse side.

3. _____ I disagree in large part with this evaluation for the reasons stated on the reverse side

_____ _____ Date _____ Teacher

1. Personnel Office** 2. Principal 3. Teacher

* Guidelines on B.U.S.D. standards will be the content of a series of in-service workshops for evaluators.

BERKELEY UNIFIED SCHOOL DISTRICT
Early Childhood Education

TEACHER EVALUATION

1. What special strengths do you feel you have brought to your job this year?

2. In what areas of competence do you feel you have made the greatest gains so far this year?

3. What areas of teaching do you need to strengthen your competencies in this year?

4. What areas of competence do you intend to work on at this point in the year?

5. What are your plans for strengthening the areas listed in #4 ?

6. In what ways can your supervisor and other members of the Berkeley Unified School District help you in achieving your goals?

Signature - Staff Member

Date:

Signature - Master Teacher

Date:



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DEVELOPMENTAL ASSESSMENT

| Name | Birthdate | School | Date Enrolled | Date |
|---|---|---|---|---|

| Intellectual | Yes | No | Comments |
|---|---|---|---|

**Interest** Span
- a. short
- b. moderate
- c. long

**Concentration**
- a. normal
- b. shifts rapidly - easily
- c. distracted
- d. completes activity to self-satisfaction

**Language** Development
- a. vocabulary
  - 1. large
  - 2. moderate
  - 3. very limited
- b. sentence structure
  - 1. complete sentences
  - 2. eliptical
  - 3. none
  - 4. infantile speech
- c. enunciation
  - 1. clear
  - 2. moderate
  - 3. unintelligible
- d. specific problems (such as stuttering, lisping, infantile speech)

**Numerical** Concepts
- a. counting - how far
- b. separate entities - counting objects
- c. adding and subtracting - more or less

**Spatial** Awareness
- a. inside - outside
- b. up - down
- c. over - under

**Imagination - intellectual curiosity**
- a. verbal - role playing
- b. doll corner
- c. trucks
- d. block building
- e. science activities

Artistic Awareness
- a. colors - abstract beauty concept
- b. manipulation
- c. non-manipulation
  1. colors
  2. music
  3. weather
  4. science

Social

Visitor - Child Reactions
- a. shows interest
- b. withdrawn
- c. over involved

Awareness of Change and Routine
- a. accepts easily
- b. adjusts with difficulty
- c. seems unaware
- d. enjoys change

Verbal Communication
- a. talks with teachers
- b. other adults
- c. listens to adults - stories - requests
- d. listens to peers
- e. listens to music - records - (talking)

Relation to Adults
- a. accepts rules and routine
- b. resists or resents rules and routines
- c. overly compliant
- d. overly dependent
- e. cooperative
- f. friendly acceptance

Relation to Children
- a. seeks contacts
- b. avoids others
- c. leadership role
  1. follower role
  2. conflicts constantly
- d. ability to share
  1. take turns
  2. enter cooperative play

Group Activities
- a. sings with group
- b. prefers solo
- c. accepts rules of game
- d. unable to adjust to group activities

Physical

1. Does child run
   a. gallop
   b. jump
   c. hop on left foot
   d. hop on right foot
   e. skip alternating feet
   f. jump rope held by self
   g. jump rope held by others

2. Does child throw a ball
   a. bounce a ball
   b. catch a ball

3. Does child pump in swing
   a. slide down slide

4. Does child ride tricycle

5. Does child climb
   a. hang by hands on bar
   b. jump from top of box

6. Does child go up and down stairs one foot at a time

7. Leads with the right foot

8. Alternates feet

9. Right handed

10. Dresses self

11. Can snap

12. Can Zip

13. Can button

14. Can tie shoes

15. Can cut with scissors

16. Able to pour without spilling

17. Able to alternate active & quiet play

Teachers judgement of: good poor defective comments

sight
hearing
speech
posture

---

Teachers comments on:

energy level
child's mode of reacting
elimination control

---

| | Yes | No | Comments |
|---|---|---|---|
| Self-Feelings | | | |
| 1. Is he able to separate from parent | | | |
| 2. Able to communicate | | | |
| 3. Is he confortable with himself | | | |
| 4. Does he have friends | | | |
| 5. Is he able to become part of group | | | |
| 6. Is he outgoing | | | |
| 7. Able to enjoy new activities | | | |
| 8. Able to accept limits | | | |
| 9. Able to accept routines | | | |
| 10. Able to take turns | | | |
| 11. Able to share | | | |
| 12. Able to cooperate | | | |
| 13. Able to follow instructions | | | |
| 14. Able to solve his own problems | | | |
| 15. Able to stand up for own rights | | | |
| 16. Feels free to express his feelings | | | |
| 17. Able to accept failure and frustration | | | |
| 18. Able to accept affection | | | |

| | Yes | No | Comments |
|---|---|---|---|
| 19. Able to express anger appropriately | | | |
| 20. Reasonably free of fears | | | |
| 21. Does he have inner control | | | |

Tension Responses

| | | | |
|---|---|---|---|
| 1. Asks to be held | | | |
| 2. Asks to have adult near | | | |
| 3. Seeks affection | | | |
| 4. Wants reassurance | | | |
| 5. Wants to make amends | | | |
| 6. Cuddles favorite toy or blanket | | | |
| 7. Sucks thumb or fingers | | | |
| 8. Nervous - body tense - easily upset | | | |
| 9. Lets off steam in violent action | | | |
| 10. Feelings easily hurt | | | |
| 11. Adjusts realistically | | | |
| 12. Understands situation | | | |
| 13. Turns to something else | | | |
| 14. Withdraws | | | |
| 15. Pulls hair | | | |
| 16. Breaks things | | | |
| 17. Has tantrums | | | |
| 18. Throws | | | |
| 19. Scratches | | | |
| 20. Spits | | | |
| 21. Bites | | | |
| 22. Kicks | | | |
| 23. Hits | | | |
| 24. Cries loudly | | | |

25. Cries in anger

26. Cries in sorrow

27. Cries by himself